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ABSTRACT

This report contains a summary and synthesis of all the information and recommendations contained in six different studies, conducted during 1969-70 in eight Michigan school districts, as to the feasibility of extending the regular school year. Three school districts--Port Huron, Northville, and Utica--selected the four-quarter mandated design for their K-12 studies. Under this plan, students are divided into four groups and assigned by family units to attend three of four quarters on a staggered basis. The Freeland school district selected the mandated trimester design which calls for the division of a lengthened school year into three 78-day trimester segments. Students attend school seven hours a day for two trimesters. The Ann Arbor school district selected a modified split-trimester design in which students attend five of six 36-day blocks in a year. The Okemos, East Lansing, and Haslett school districts selected the five term or continuous school year design for their cooperative secondary study. Under this plan, students may attend four or five 9-week terms a year. The report describes the nature of the communities involved, how the communities were informed of each plan, community attitudes and vacation preferences, and the implications of the extended school year for school finance. (Page 21 may reproduce poorly.) (Author/DN)

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FEASIBILITY STUDIES FOR EXTENDING THE REGULAR SCHOOL YEAR

A report to the Michigan Legislature in Accordance
with the provisions of Section 1 of Act 312 of the P.A. of 1968

October 8, 1970

EA005 634

FOREWORD

During the past year six different studies were conducted in eight Michigan school districts as to the feasibility of extending the regular school year. This document contains a summary and synthesis of all the information and recommendations contained therein.

These studies were supported financially through a legislative appropriation as set forth in Section I of Act 312 of the Public Acts of 1968 which was stated as follows:

> "Grants to school districts for feasibility studies to be conducted by districts for extending the regular school year beyong the present required amount of time, no one district's grant to exceed $20,000. No grants shall be made for summer school programs. Grants shall be made in accordance with rules of the State Board of Education."

It is our hope that members of the Michigan State Legislature and educators across the state will find this information significant.

Copies of these detailed and rather voluminous studies are available for further study in the Department of Education.

Further information about specific studies can be obtained by contacting staff members in the Department of Education or the local school districts involved.

John W. Porter
Superintendent of Public
Instruction

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INTRODUCTION

For many years most of our schools have closed their doors during the summer months. Some schools do have summer school sessions, but these are usually financed by Federal funds or by students themselves through tuition fees. Typical summer school programs offer enrichment experiences, remedial courses, or "repeat" courses for students who have previously failed them.

A long summer vacation for most students is a phenomenon going back to our rural heritage. In an agrarian society it made sense for children to be home full time during the summer months to help with family-operated farms. It should be remembered that this summer-work-vacation tradition was established when horse power and man power were the major energy forms of agricultural production. Mechanization of agriculture came <u>after</u> our three months summer vacation tradition was established.

With the increasing urbanization of socity the practicality of limiting our educational institutional efforts to a <u>nine</u> month operation has been questioned on three counts. First, many have questioned the economics of closing down school operations for the entire summer. Second, considering the importance of education in our highly industrial society, many have questioned depriving youth of formal educational opportunity for so many months out of the year. Third, many have questioned the present patterns of time use in the school year as related to the quality of education provided. These people see a <u>reorganization</u> of how time is used and an <u>extension</u> of this reorganized use of time as a means of "setting the stage" for improving the "quality" of education.

Added to these concerns is the rapid growth of many school districts. In many areas of Michigan, burgeoning school populations have overgrown existing facilities, necessitating vast building programs, half-day sessions, cut-backs in teacher supporting services, specialized auxiliary student services, and other measures that shortchange our students. A significant factor registered through student unrest and student apathy is dissatisfaction with the quality of

education experienced. Citizens are questioning the economic efficiency of local school districts as they are asked to vote for increased tax levies. Citizens and educators are further interested in seeking ways that would better meet the educational needs of the school learner.

Expectations for improving economic efficiency and improving educational quality have led many citizens, educators, and legislators to re-examine the Extended School Year (ESY) concept. Additional expected outcomes of the ESY concept, held by many, include a reduction of social unrest, a reduction of one or more years of formal education within the elementary-secondary levels (acceleration), an increase in efficiency by better utilization of staff resources, school facilities, equipment and materials, and improvement in the effectiveness of education (student learning experiences), a more even flow of children entering schools, and a more even flow of students completing their secondary education that would reduce the flooding of the job market in June and college campuses in September.

Like other states, Michigan has faced the question of how to provide quality education for all students and still keep pace with the spiraling costs of building and operating schools. In an effort to look at one possible approach, the Michigan Legislature in 1968 by section 1 of Act No. 312 of the Public Acts of 1968, and section 14 of Act No. 287 of the Public Acts of 1964; being section 388.1014 of the Compiled Laws of 1948, provided:

> "Grants to school districts for feasibility studies to be conducted by districts for extending the regular school year beyond the present required amount of time. No one district's grant to exceed $20.000.00. No grant shall be made for summer school programs. Grants shall be made in accordance with rules of the State Board of Education. Authorized for the Fiscal Year ending June 30, 1968 - $100,000."
>
> Notices were sent to school districts containing the following paragraph:
>
> "...The apparent legislative intent for appropriating $100,000 for the conduct of feasibility studies for the extension of the regular school year was to determine ways to promote educational and economic efficiency. Since the total appropriation is relatively small, the total number of study grants will be limited necessarily.

> For this reason, each district receiving a grant will, in all probability, be a typical example of a large number of similar districts. At the same time, the composite of grants approved is expected to include a variety of designs for extending the school year even though a single grant may focus primarily on one design..."

Forty-seven applications were submitted to the State Department of Education. From these, six applications were accepted. During the school year 1969-70, the districts of Ann Arbor, Freeland, Port Huron, Northville, Utica, and Okemos (representing the tri-districts of Okemos, East Lansing and Haslett) conducted feasibility studies on the Extended School Year. During the summer of 1970, extensive reports were written and submitted to the Michigan Department of Education detailing the six studies.

ESY Designs Selected for Study

Over the years, persons interested in the ESY movement have developed different designs to accommodate a variety of local situations and goals. Dr. George I. Thomas, New York State Education Department, is nationally recognized for his expertise in ESY design development. Dr. Thomas served as a consultant to the study directors and administrators from the eight districts involved in the six ESY studies.

Extending the school year beyond the traditional 180 days should be recognized as a complex, sensitive area of investigation. It is a sensitive concept because it suggests, to some degree, that all persons within a school district change their living patterns in order to increase the economic efficiency and educational effectiveness of their school system.

The degree of change being invited primarily stems from the ESY design selected. The design selected is the resultant of the priority of factors motivating the local board of education of a given school district to seriously consider adopting the ESY concept.

Port Huron, Northville and Utica school districts selected the Four-Quarter Mandated design for their K-12 studies. This design is also called the Staggered Four-Quarter plan or the Quadrimester plan. Under this plan,

students are divided into four groups and assigned by family units to attend three of four quarters on a staggered basis. In any given sixty-day quarter, three-fourths of the students are in attendance and one-fourth are on vacation. A school system would be operating 240 instructional days per year with this plan. Historically, this plan has been attempted more often than any other plan. Dr. Thomas suggests that one reason for its popularity lies in its ability to release space immediately. It does hold great possibilities for increasing economic efficiency and educational effectiveness.

The Freeland school district selected the Mandated Trimester design for their K-12 study. This plan calls for the division of a lengthened school year into three 78 day trimester segments. With a small increase in the length of the school day, two trimesters provides the same amount of instructional time as two regular semesters. The 180 days, of six hours per day (1,080 hours) is converted to 156 days of seven hours per day (1,092 hours). One-third of the students, by family units, are on assigned vacations with two-thirds of the students in attendance for any given trimester. The school system would operate 234 instructional days per year. All students would have a common two-week vacation in August.

The Ann Arbor school district selected a Modified Split-Trimester design for their K-12 study. In this plan, all three trimesters are equally split, which results in six blocks or terms of instructional time. Each term is 36 days in length. The individual student is assigned to attend five of the six blocks or terms. This results in approximately 17% of the students, by family units, being on assigned vacation with 83% of the students attending any given term. All students would be on vacation in August. The school system would have 216 instructional days per year.

The Okemos, East Lansing and Haslett school districts selected the Five Term or Continuous School Year design for their cooperative secondary

(9-12) study. In this plan, the school year is extended to include five terms, each of which is nine weeks in length. It should be noted that four terms are developed by equally dividing two traditional semesters. The individual student has the option of attending any four of the five terms or all five terms. The school system would be in operation 225 instructional days per year. First steps toward implementing this design are now being taken in these districts.

SUMMARY OF THE SIX FEASIBILITY STUDIES OF THE EXTENDED SCHOOL YEAR

Nature of the Communities

The school districts involved in conducting these ESY studies cover a wide variation of community characteristics and school financial conditions. Just as each study was unique so are the various communities represented by these districts. Each district, however, is considered representative of many other school districts within the state. Three of the eight districts are located in southeastern Michigan and influenced by the megalopolis of Detroit. Northville and Utica are especially influenced as most of the citizens of these suburbs work outside of their communities. Though close to Detroit, Ann Arbor is a city community within itself. The tri-district study involving Okemos, East Lansing and Haslett is located in south central Michigan with Port Huron located in the east central (lower thumb) area and Freeland located in the Saginaw Valley triangle of Midland-Bay City-Saginaw. The school districts vary in size of student population from 19,192 students in Ann Arbor and 15,000 students in Port Huron to 1,603 students in the rural-suburban district of Freeland (a class C High school).

What may be of more significance than present population size is projected enrollment. Five of the six studies projected student population growth as follows:

1. Northville - One hundred seventy-five per cent (175%) increase in the next five years.
2. Utica - One hundred twenty-four per cent (124%) increase in the next eight years.
3. Okemos, East Lansing and Haslett - One hundred per cent (100%) increase in the next ten years.
4. Ann Arbor - Thirty-six per cent (36%) increase in the next ten years.
5. Freeland - Six to seven per cent (6 to 7%) annually for the next several years.

Port Huron is the most industrial of the communities, representing a large cross-section of occupations. Unlike most of the other communities involved, most of the people living in Port Huron work in Port Huron. The citizens of Utica also represent a broad occupational base. Their study reports a rather even distribution between blue collar and white collar workers. Unlike Port Huron, the majority of Utica's working citizens are employed outside of their community. The suburban communities of Northville, Okemos, East Lansing and Haslett are largely populated by professional and/or academic people. Ann Arbor is a medium sized city largely populated with academic and professional people since the University of Michigan is the primary employer. Many satellite research and development firms have located in the community. It does have some light industry but more growth is occurring in the commercial and financial employment sectors. Freeland is basically a rural community moving in the direction of becoming a suburb for Midland, Bay City and Saginaw. The population composite approximates equal divisions between farmers, industrial professionals and blue collar workers. Table I, found in the Appendix, provides a brief outline of this community information.

Informing the Community

Certainly, a major part of the potential success of any ESY design depends upon its acceptance by the community served by its school system. Although the major thrust of the six studies was feasibility as differentiated from acceptability, some of the districts conducted information programs for its citizens. Many of these public information efforts were followed by attitude surveys.

The Northville district conducted a thorough program of dissemination of information to its community citizens. A slide-tape presentation approach was used to present the Northville study to about twenty community group meetings. In addition, four brochures of the ESY in Northville were distributed to residents. Newspaper articles added to the sources of information the community had before it was surveyed. The information program culminated not

only in various surveys but also an advisory vote held in June, 1970 regarding the quadrimester plan for Northville.

As early as 1968, the Northville school district began examining the ESY concept. At that time, a Community Study Committee was established. The Committee was composed of citizens, teachers, school administrators and local board of education members. One year later, the committee presented a report to the Northville Board of Education recommending a mandated four-quarter plan as the ESY design considered most adaptable to Northville. Upon receipt of a State Department of Education study grant, the study committee was disbanded.

Port Huron school representatives spoke to all PTA and faculty groups. Ten radio programs were also conducted to inform community citizens. A Sunday supplement, describing the four-quarter ESY design, appeared in the Port Huron Times Herald. School representatives also met with various community groups especially with those representing the business and industrial sectors of the community.

Ann Arbor published several informational inserts which were distributed to groups being surveyed -- students, non-professional staff, professional staff, and a sample of registered voters. A brochure titled, "Ann Arbor Explores Feasibility of Split-Trimester Plan for Extended School Year" was published by the district and made available to citizens.

Utica mailed a special edition of "Forward Steps In Education" to its community citizens. The edition was devoted to the Utica ESY study. In addition, Utica made extensive use of a Citizens Advisory Committee on Year Round Education. This committee has been meeting semi-monthly while the Utica study was being conducted during the past year. Several members of this committee attended the Extended School Year Conference held in Port Huron in October, 1969.

The tri-district study conducted by Okemos, East Lansing and Haslett did not make a concerted public information effort in the exploratory phase

of its study. Interviews were conducted to assess the potential for the expanded work-study component of this study. Favorable reactions were received via these interviews for the work-study component but no formal opinion to the entire ESY design was solicited.

Freeland has maintained the thrust of its study in the direction of feasibility determination in the first phase of its study. Public information and acceptance is viewed as the second phase of this study.

Thus, in looking at any community surveys taken in these studies, it will assist the reader to know to what extent via what means the community was informed. Some districts directed more effort to inform their community citizens than others.

Community Attitudes Towards the Extended School Year

Most of the studies presented some feedback of their respective communities' opinions about the Extended School Year. Some districts spent more time surveying than did others. Table II, in the Appendix lists each of the districts, the groups polled and the survey results converted to percentages.

In analyzing the data, there are several points to consider:

1. Not all of the districts focused on community attitudes.
2. Various public information approaches were employed. Some were more in-depth than others. Some focused on just certain aspects of ESY.
3. There is no consistency in the groups to be surveyed or the sampling techniques used.
4. The types of questions used varied among the studies. Some surveys asked for a direct opinion to specific ESY designs while others asked for opinions on several ESY designs.
5. Several different ESY designs were studied which should be

considered when reviewing the survey results, i.e. the citizens of the representative communities were not all responding to the same ESY design.

In analyzing Table II, it seems that some conclusions can be made regarding community responses toward ESY designs.

When a total community was considered as a group (see Port Huron, Ann Arbor, Northville, and Utica), there was no clear mandate that indicated acceptance or rejection of the Extended School Year. In every case, except the advisory vote held in Northville, the "neutral/no response" category holds the key for any final decision that will be made in the future. In all likelihood, this category represents citizens who desire much more ESY information before they decide whether to accept or reject the Extended School Year for their community.

Generally speaking, students seem to be the most reluctant to endorse the Extended School Year (see Ann Arbor and Northville). Students in Utica showed a division when asked for their reaction to a voluntary summer term plan. They were not asked to relate to a mandated ESY plan.

The Ann Arbor survey indicates that the sample of all Ann Arbor citizens are more favorable (42%) toward ESY than parents of school children (29%). Parents of school children was a sub-group of the total citizen category.

Northville also secured feedback from the total community as well as from parents of school children. However, the nature of the advisory vote was different than the random sample of parents interviewed by survey teams. The advisory vote forced voters to make a choice and hence did not provide for a "no response" choice which was available as a choice for parents. Therefore, it is not as easy to say that parents are less accepting of the ESY than the citizens of Northville. Parents, however, would have to make the most adjustments of family life patterns due to assigned vacations. This factor probably accounts for parental reluctance to endorse the ESY plan considered by Northville.

Three districts surveyed representatives of the business and industry sectors of their communities. Two of the three studies reported a high percentage of support (see Okemos, East Lansing, Haslett and Utica). Port Huron reported a higher percentage in favor of their ESY design than those who were not in favor. However, a significant percentage preferred to remain neutral. The business and industry group sampled in Northville gave support to the ESY only if it provided better education for the same level of tax investment. Perhaps the business and industrial sectors surveyed by the two suburban communities (Utica and Okemos, East Lansing and Haslett) could more easily adjust vacation patterns than is possible in an urban community (Port Huron). This could account for the less accepting attitude of the business and industrial representatives of Port Huron.

Vacation Preferences

Tables III and IV, found in the Appendix examine two important factors in community acceptance. Table III shows the vacation preferences of various groups that would be affected by the ESY concept. Table IV shows how various groups feel about the importance of a common vacation time for the family as a unit.

One rather decisive conclusion can be drawn from Table III and that is that the tradition of taking summer vacations is not going to be easily abandoned. This data has tremendous significance for those districts that selected the mandated four-quarter ESY design (Utica, Northville, and Port Huron) and the mandated trimester ESY design (Freeland). For example, 88% of the total community and 88% of the students in Utica chose summer for their vacation preference. On a mandated basis, 50% of the student population can have a spring-summer or summer-fall vacation in the case of the four-quarter plan and 33% of the students in the case of the trimester plan.

One way of encouraging citizens to accept vacation options other than summer would be to assure that all children from the same family would have a common vacation schedule. It would be especially helpful if employers of

family breadwinners would also assure parents that they could select their vacations at the same time as their childrens' assigned vacations were scheduled. It should also be remembered that some ESY designs actually increase vacation options.

Table IV shows how important it is for family members to have a common vacation scheduled by the groups responding to this question in three districts. Family "togetherness" for vacations is still considered important.

THE EXTENDED SCHOOL YEAR AND SCHOOL FINANCE

The past record of the Extended School Year has shown that those districts which entered into such programs solely for reducing financial support later abandoned the ESY concept. Literature on the ESY movement is replete with case histories of failures or short run successes stemming from sole concern for economic savings. If a lesson is to be learned from history it would appear to be that the ESY concept should be considered for what it could contribute to improving education and social conditions along with what can ESY contribute to economic efficiency. Perhaps it would be appropriate at this point to make a distinction between economic savings and economic efficiency. Economic savings would imply a reduction in money spent for education whereas economic efficiency would imply an increase in return for money invested for education.

This is not to say that financial considerations are not important. Citizens and educators are deeply concerned with economic efficiency. Many point out that having schools closed for three months each year is an economic luxury. Others say it would cost more proportionally to keep the schools open year-round. Review of the literature as found in these studies does not clarify this issue. Some districts reported that savings were made whereas other reported that the ESY results in increased costs.

Certainly no small motivational factor in being interested in ESY designs is the rapid growth rate experienced by some suburban districts. The need for new construction for housing growing numbers of students without returning

again and again to the voters for authorization of bond issues is apparent.

No matter which ESY design was studied, all six studies attempted to answer the question of whether or not the ESY concept is indeed economical. Each study contained projected cost figures for the ESY design studied. Many budget items can only be estimates due to negotiations and inflation or national economic changes. The approach made toward financial analysis varied by the particular objectives of the study.

Port Huron conducted two comparison studies -- one for the fiscal year 1968-69 and one for the 1969-70 fiscal year. The comparison for 1968-69 was between the actual budget for the regular two semester plan and a projection of the same budget items as if the mandated four-quarter plan had been in effect. The 1969-70 comparisons was between the planned budget and a projected mandated four-quarter budget.

These comparisons found that operating a four-quarter plan would be slightly higher than maintaining the traditional two semester design. The actual budget for 1968-69 was $9,197,294. The projected four-quarter budget for the same year was $9,911,036 -- a difference of $713,742 for an 8% increase. The comparative figures for the 1969-70 fiscal year show the planned budget to be $10,162,018 for the regular two semester year and a projected $10,643,434 for the four-quarter plan. This is an increase of $481,416 or 5% for the four-quarter plan. The comparative costs for the year 1968-69 showing an 8% increase includes $271,000 for air conditioning existing buildings that would not be phased out due to obsolescence. Thus, the change to a mandated four-quarter ESY design would mean an approximate 5% increase in Port Huron's annual operation budget. The study goes further, however, and points out that the 5% increase in annual operational costs postpones building construction needs for the next ten years for a combined net savings of approximately six and one-half million dollars in that ten year period.

Northville's approach to a comparative cost analysis was based on a year

by year growth projection for the next five years. Their study projected costs based on projected growth figures for both the traditional two semester plan and the mandated four-quarter design. Operational costs and construction costs were computed resulting in the following conclusion: Operational costs would be approximately the same for both designs with the possibility of a slight decrease after full conversion to the mandated four-quarter system had been completed. The significant factor, however, lies in the difference if new construction is needed. The study reports an estimated savings of seven and one-half million dollars in construction costs in the next five years (1973-74).

Utica also studied the mandated four-quarter ESY design. The procedure used in assessing financial implications was to take the 1969-70 budget and estimate the adjustments required if the ESY design had been in effect. Based on 180 day contract for teachers, the budget for the two semester basis was $14,490,000 and $16,121,400 for the four-quarter budget. The increased costs for operating the four-quarter plan is $1,631,400 for an 11% increase. Just as in the Northville study, the report is quick to point out that approximately 98 million dollars would be saved in construction costs in the next ten years.

The tri-district study made by Okemos, East Lansing and Haslett features a five term optional ESY design for the students enrolled in the four grades of senior high school. Since students are given options to which four terms they will attend or attend all five terms, it is difficult to estimate the number of students who would attend the fifth term. The study presents three budgets; one budget representing a minimal level of innovation, one representing a moderate level of innovation, and the last budget representing a comprehensive level of innovation. The tree differen budgets are related to a different number of "packets making up the total "package" for improving the nature of innovative education provided. The three budgets offer a choice of the following "packets": The establishment of nine-week courses, flexible scheduling, expanded work-study program, addition of the fifth term, tri-district cooperation, and additional

facilities. The budget costs at the three different levels would be annual costs except for initial staff time for developing the nine-week courses and the addition of new facilities needed for the Extended School Year.

It must be assumed that the budgets cited in this study are additional expenditures above and beyond present expenditures for the two semester plan. The three budgets presented in the study are as follows:

1. An ESY having minimal innovations: East Lansing $26,875 - Okemos $18,750 Haslett $10,675.
2. An ESY having moderate innovations: East Lansing $48,625 - Okemos $33,250 Haslett $17,925.
3. An ESY having comprehensive innovations: East Lansing $114,250 - Okemos $77,000 - Haslett $39,300.

As indicated earlier, the major thrust of this study has been curriculum innovation rather than financial savings. The study indicates that savings may result when a diffusion of student attendance over all five terms occurs. Since students would have attendance options, it may take some time to realize this diffusion and thereby realize savings. It should be noted that possible savings would accrue because students would want to attend school and/or because they would choose a vacation other than the fifth (summer) term. Another possible savings would occur as more cooperation emerged between the three districts that would increase the size of current marginal size classes.

Freeland projected operating costs for a trimester ESY design to approximate current costs for the regular two semester year. Based on the 1970-71 regular budget of $1,045.857 the projected trimester costs for the 1970-71 year would be $1,123,283 for a 4 1/2% increase.

The present two semester operation requires the need for a new middle school. The study computes a total cost for construction and interest costs for twenty nine years to be $2,477,370. The trimester ESY design would provide

a gain of sixteen existing classrooms and postpone building needs for eight to ten years. The study computes these savings and interests to be $1,182,000. Thus, postponement of construction via the ESY trimester design would represent a savings of $1,295,370.

Ann Arbor, with its modified split-trimester plan, offers another review of savings and expenditures. In this ESY design, one-sixth of the school population would be on vacation throughout the ESY which would be 216 days in length. This ESY plan would reduce space needs by 17% and increase the school year by 20%. The study concluded that operational costs would be 4% higher under a split-trimester design. However, as in the case of the other districts, the study computed a net savings of approximately twenty-seven million dollars resulting from postponement of new construction of seven new schools.

In all of these studies, references have been made to more than savings via postponed construction costs and interest costs. Savings also accrue by not having to buy new furniture and equipment, by not having to staff the postponed new buildings with additional administrators, secretaries, custodial and maintenance personnel, and by keeping the proposed site property on the tax rolls.

Conversion Costs

At no place in the search of the literature did any of the six studies find mention made of expenditures made for converting traditional operations to the selected ESY design attempted.

It would appear that the need to spend additional money in order to eventually be in a position for possible savings has not been part of the history of the ESY concept. Perhaps the motivation of districts to extend the traditional school year for reasons of economic savings was so great they could not afford to consider conversion costs. One of the studies concluded that by not giving consideration to conversion costs in the past indicated naivete and probably contributed to the early abandonment of most historical efforts to extend the school year.

Most of the districts made estimates of what expenditures would have to be made above current operational expenditures if implementation of any ESY plan was to be initiated. Major items cited in the studies included staff time for curriculum and staff development, materials and resource personnel to aid curriculum improvement, communication and feedback with and from school client groups, air conditioning and other equipment needed for the revised quality of education provided.

Northville estimated conversion costs by attaching a cost factor to the ten action steps, reported as necessary to take in the transition phase that would result in full operation of the ESY plan. Their total conversion cost was estimated at $1,163,328 for a four year transition period. Their study reports their considered judgment that many ESY plans have failed in the past because people were unrealistic about money needed for putting an ESY plan into effect. Their study also reported the need for a longer transition period than has occurred in the past.

Ann Arbor reported conversion costs in two major categories -- air conditioning and staff time for planning and developing of curriculum. Eight million dollars was estimated for air conditioning and a quarter million dollars for staff time and resources. This study reported the need for an intensive two year period for transition.

Utica considered three years would be necessary for conversion time. Based on this time period and the necessary "tooling up" activities, a budget of $4,822,000 was estimated.

Port Huron did not make a separate conversion analysis but concluded such costs in their total budget comparisons between a regular school year budget and an ESY budget. Their study did have a separate item of $271,000 for air conditioning.

Freeland considered a modest $53,461 for conversion needs. It was computed as 5% of the current operation budget.

Okemos, East Lansing, and Haslett included conversion costs in the three different budgets that were developed which represented three levels of innovation. Therefore, the conversion costs would depend on the level of innovation the three cooperating districts decided to implement.

When all studies are reviewed for conversion costs, the largest cost item is for air conditioning. Inservice and staff time for curriculum development are two other major cost items.

The financial aspects of all six studies indicated that little if any money would be saved in annual operating costs by operating on an extended school year basis. Further, certain expenditures would have to be made when converting from a traditional school year to an Extended School Year program. Thus, school costs are likely to increase for the first few years an ESY program is implemented. Major savings do accrue in construction and interest costs especially when mandated ESY designs are considered. In conclusion, it would appear that if we are to learn from history, any sustained ESY operation will need to compromise economic motives with educational improvement thrusts both of which will be accepted and supported by the community served.

General Conclusions

The following conclusions arise from a review of the literature as included in the reports of the six studies and therefore are more tentative than if they resulted from current operational experience. Objective data will not be available until some school districts are operating several ESY designs for a period of years.

1. Extending the regular school year is more feasible for larger, rapid growing school districts.
2. When the primary objective for extending the regular school year is to improve the nature and quality of education provided, the degree of community acceptability increases.
3. The ESY designs that will produce the greatest economic savings

require the greatest adjustment in living patterns and such designs are least acceptable to members of the community, especially parents.

4. Extended school year designs that increase vacation options of students and their families rather than decreasing such options are more acceptable with parents.
5. When ESY designs are selected to increase student options of course selection and flexibility of time use for educational experience the feasibility and acceptability of the ESY concept increases.
6. Increased use of facilities is possible to some degree with all of the ESY designs selected for study by the school districts involved. The degree of increased utilization of facilities is highest with mandated ESY designs and decreases as student options and flexibility of time use increases.

The most definitive concluding statement that emerges from these six studies collectively is that appropriate state funding will be necessary, especially for the transition years, if the objective is to have any Michigan school districts operate on an Extended School Year basis.

APPENDIX

TABLE .
NATURE OF COMMUNITIES

School District	District Location & Size	Economy	District Population	Public School Population 1968-69	Projected Enrollment & Per Cent of Growth
Okemos, East Lansing, Haslett	Total 57.5 square miles. Mid-Michigan	University influence. State Capital influence. Many professionals.	_____	3,177 5,265 2,001 10,443	1980 - 21,000 100% in 10 years
Northville	32 square miles Southeast Michigan	Non-industrial. Citizens are professionals who commute to jobs outside the district. Fast growing suburban district	_____	2,805	1973-74 - 7,706 175% in 5 years
Utica	65 square miles Southeast Michigan	44% White Collar. 53% Blue Collar. Many citizens work outside the district. Fast growing suburban district.	1970 - 87,150	18,431	1979 - 41,000 124% in 9 years
Port Huron	117 square miles Eastern Michigan	Industrial Urban Community. Cross-section of occupations. People live & work in the district.	1966 - 59,389	14,955	_____ _____
Ann Arbor	100 square miles Southeast Michigan	University influence. Research & Development firms. Many citizens commute to jobs outside the district. Growing in commercial & financial sectors. City community.	1969 - 114,000	19,192	1979-80 - 26,155 36% in 10 years
Freeland	42 square miles Saginaw Valley Mid-eastern Michigan	Rural moving toward being a suburb. Citizens commute to jobs outside of Freeland - blue collar & industrial professional	1969 - 4,000	1,6[illegible]	[illegible] to [illegible] per year for next several yrs.

TABLE II
COMMUNITY SURVEY RESULTS

Community Acceptance of ESY	Okemos, East Lansing, Haslett Optional 5th Term Summer	Port Huron Mandated 4-quarter staggered vacation	Ann Arbor Split trimester/ staggered vacation 1 month vacation for all in August	Northville Mandated 4-quarter staggered vacation	Utica Community reaction to mandated and voluntary 4-quarter plan
Students (Where Polled)			48% favorable 62% unfavorable 12% neutral 8% unaccounted for	25% favorable 47% unfavorable 21% neutral 7% unaccounted for	Voluntary Summer quarter 41% favorable 41% unfavorable 18% neutral
Professional Staff (Where Polled)		34% favorable 39% unfavorable 25% neutral 1% no response	29% favorable 52% unfavorable 13% neutral 6% unaccounted for	52% favorable 35% unfavorable 3% neutral 11% no response	
Non-professional Staff (Where Polled)			16% favorable 52% unfavorable 21% neutral 11% unaccounted for		
Parents of School Children (Where Polled)			29% favorable 56% unfavorable 12% neutral 3% unaccounted for	37% favorable 31% unfavorable 31% neutral 1% no response	Mandated 4-quarter plan 40% favorable 29% other conditions 31% neutral (more education, same taxes)
Total Community (including parents of Sch. Children (Where Polled)		47% favorable 37% unfavorable 16% neutral	42% favorable 40% unfavorable 14% neutral 4% no response	Advisory Vote 44% favorable 54% unfavorable 2% no response	Mandated 4-quarter plan 41% favorable 31% other conditions 28% neutral (more education, same taxes)
Business & Industry (Where Polled)	90% favorable 7% unfavorable 2% neutral 1% unaccounted for	40% favorable 33% unfavorable 27% neutral			Mandated 4-quarter plan 68% favorable 21% unfavorable 11% neutral (more education, less taxes)

TABLE III
VACATION PREFERENCE

	Port Huron Mandated 4-quarter staggered vacation	Ann Arbor Split trimester staggered vacation 1 month vacation for all	Northville Mandated 4-quarter/ staggered vacation	Utica Mandated 4-quarter staggered vacation
Students (Where Polled)		69% summer 5% fall 7% winter 6% spring 13% no response	84% summer 4% fall 4% winter 4% spring 4% no response	88% summer 2% fall 4% winter 3% spring 3% no response
Professional Staff (Where Polled)	66% summer 12% fall 11% winter 4% spring	53% summer 9% fall 16% winter 5% spring 10% no vacation 9% unaccounted for	59% summer 12% fall 7% winter 5% spring 9% no preference 8% other combinations	64% summer 8% fall 7% winter 4% spring 17% undecided
Parents of School Children (Where Polled)		61% summer 9% fall 10% winter 8% spring 12% unaccounted for	71% summer 6% fall 5% winter 4% spring 14% no response	
Total Community (Where polled)				88% summer 18% fall 2% winter 2% spring 1% can't say
Administrator (Where Polled)				55% summer 18% fall 2% winter 20% undecided

TABLE IV
IMPORTANCE OF COMMON FAMILY VACATION TIME

	ANN ARBOR	NORTHVILLE	UTICA
Students (Where Polled)		How important is it that all members of your family be on vacation at the same time? 61% very important 24% somewhat important 12% not very important	
Professional Staff (Where Polled)		Do you think its important that you be on vacation at the same time as your children? 77% yes 8% no 10% no answer 4% no children	Agree to non-summer vacations if students via family units have same vacation. 7% Other wage earner in family were off. 18% Both wage earners and student were off. 26% None of the above. 49
Parents of School Children (Where Polled)	Would you select the same vacation period for each of your children? 79% yes 7% no	How important is it that all members of your family be on vacation at the same time? 59% very important 17% somewhat important 10% not important 15% no response	
Business & Industry (Where Polled)		Is it important that all family members be on vacation at the same time? 90% yes 10% no	
Administrators (Where Polled)			Would agree to take non-summer vacation if the rest of the family were off. 75% yes 2% no 20% undecided